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ABSTRACT

This language arts guide, for use in grades 7 and 8, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that relate various skills (reading, writing, listening, and speaking) to environmental concepts. The episodes are built around 12 major environmental concepts that form a framework for each grade to subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as discussion, creative writing, and role playing. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives and suggests references and resource materials useful to teachers and students. (Author/TK)

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ENVIRONMENTAL CITIES

LANGUAGE ARTS

7-8

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FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

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In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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LANGUAGE ARTS PREFACE

Youth need ecology and ecology needs youth. The natural, physical world in which young people live needs to be made relevant to their school studies. Young people have a completely absorbing interest in the world of nature around them. One of the reasons for this handbook is to attempt to link natural ecological issues with language arts instruction.

This environmental handbook is written for junior high school students. Although the twelve environmental concepts are scientifically oriented, the attempt here is to relate them directly to the various English skills--reading, writing, listening, speaking--all of which have as their purpose making the student a more capable functioning member of society.

An example of the specific skills presented in this handbook is that of writing. As is the case with each skill, the skills of learning to write, from working with the paragraph, through formulating the essay, to writing the research paper itself, are tied closely with an ecological concept. For example, the coherence, unity, and development of the topic sentence or thesis created in writing can easily be seen to be analogous to the importance of man's fitting into his ecosystem in a coherent, unified, directed manner. In short, the importance of the parts' relationship to the whole is vital both in writing--an English skill--and in the study of ecosystems--a survival skill.

More than ever before, man's capacity for survival is threatened by his inability to recognize the ecological destruction which he wreaks on his physical world. As true humanists, English teachers must be ready to help man see himself as one entity,a being with great capacities--mentally, physically, spiritually--for beneficial ecological growth. English teachers must not pretend, for example, that the beauty of fine verse, the finely tuned logic of an essay or a fictional work, have nothing to do with that "outside" world in which men live. We must help ourselves and others to see that beauty or ugliness of our physical world has a direct bearing on individual man's perception of beauty in literature. The skills of English, those uses of language which help us toward becoming more fully human,must be brought to bear on the creation of an ecologically sound, and therefore aesthetically pleasing, world. This, then, is the purpose of this handbook.

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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

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PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 1 Energy

ORIENTATION Energy

Integrated with:

SUBJECT Language Arts

TOPIC/UNIT Library and Research

BEHAVIORAL OBJECTIVES

Cognitive:

Compare and contrast the importance of the sun for past civilizations and modern times---through research, oral and written presentation.

Affective:

Suggest comparisons with American's adoration or the sun with ancient man's adoration of the sun. Through a study of previous sun worshippers.

Skills Used:

1. Use of books
   - Table of Contents
   - Appendix
   - Index
   - Pictures and cartoons.

(continued)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Motivating Activity:

A. Using examples in mythology show sun's importance to people of that time.

B. Teacher-class discussion on feelings in and reactions to the sun, "Let The Sun Shine In."

C. Research Center
   1. Create a bibliography of reference books dealing with photosynthesis and the Egyptian sun worship.

D. Classroom Activity
   1. Creation of a chart of sun worship practices-legends, statues ceremonies.
   2. Discussion of man's reliance on the sun. Attempt to justify early man's feelings. Sample Questions:
      a. Why did man look to the sun as a god?
      b. What feelings does the sun give us?

E. Collect media examples stressing sun theme. i.e. Coppertone Sunkist Soda.

(continued)

Outside or Community:

A. Visit a greenhouse or have a florist speak on sun's importance in his buildings. Why do some plants not need sun?
Each student will write out an interview question for the florist or greenhouse visit.

SUGGESTED RESOURCES

Publications:

Books:
World Book Encyclopedia, Egypt
Life in the Ancient World
Random House, 1961
Magazines:
Popular Science
National Geographic
Popular Mechanics

Audio-Visual:

Films:
6949 Sun's Energy, color, 14 min.
Bureau of Audio-Visual Instruction
1327 University Avenue
P.O. Box 2093
Madison, Wisconsin 53701
Art Teacher

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills to be Learned: (continued)

2. Use of reference materials
   Encyclopedias
   Readers guide
   Card Catalog
3. Organization skills:
   Note taking
   Making charts
4. Evaluation Information:
   Reading for a purpose
   Making inferences
5. Oral skills
   discussion and interview
6. Composition

In-Class: (continued)

F. Research concept of man using only sun for heat in homes and buildings. The University of Utah has a dormitory using solar power.

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Environmental:

CONCEPT NO. 1-Energy

ORIENTATION Energy Systems

Integrated with:

SUBJECT Language Arts

TOPIC/UNIT Grammar - Free Poems

BEHAVIORAL OBJECTIVES

Cognitive:

Use parts of speech and vocabulary correctly in an open ended poem using his environment as the basis.

Affective:

Support the idea that words are related through shades of meaning from one extreme to the opposite extreme (antonym) such as life to death.

Skills Used:

1. Word selection
2. Organization
3. Contrast
4. Students working together

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Diamante - a kind of poem in the shape of a diamond.

Noun
adj. adj.
participle part. part.
noun noun noun noun
participle part. part.
adj. adj.
noun

(Center four nouns related to both antonyms)

Example:

life
green bright
shining growing blooming
heat motion sun food
fading slowing dimming
brown old
death

B. Students read their poems in class. Poems will follow diamond-shape, Graphic or audio illustration of the poem's images can be optimal.

C. See ICE field activity guide on picture poems taken from Street Poems. Ideas are available using pictures within the written expression.

Outside or Community:

A. Student observations around school, home, community, and the media will provide ample suggestions for writing.

B. As an additional assignment, students can find their own patterns in the natural or man-made (urban or rural) world and use this shape for writing a second poem. (Kit #16 may provide ideas "Environmental Awareness," ICE office.)

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SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Books:
Thesaurus
Dictionary
Text Books

Audio-Visual:

Kit #16, Environmental Awareness from ICE office.

Community:

Example: Taken from Street Poems by Robert Froman (McCall Pub. Co.)

O F F A N D A W A Y

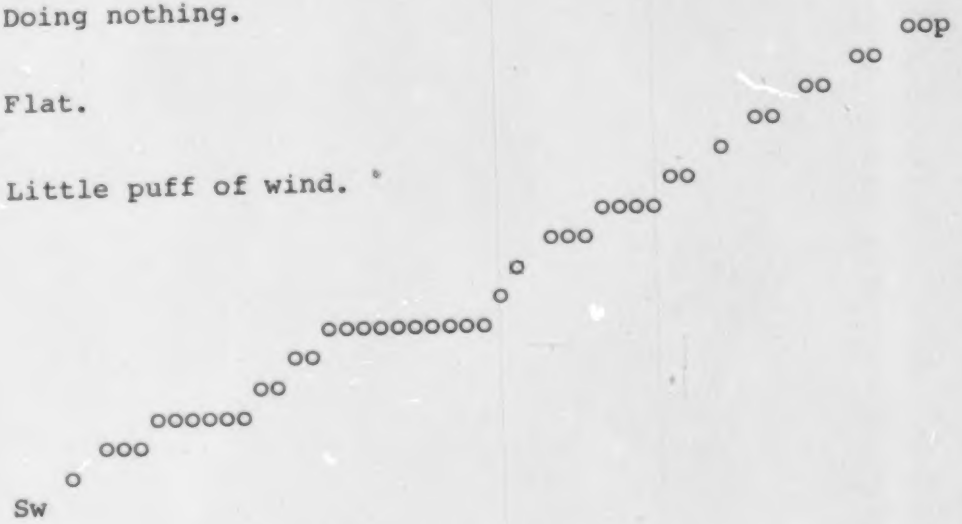
Little piece of paper on the ground.

Going nowhere.

Doing nothing.

Flat.

Little puff of wind.



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Environmental: **Integrated with:**

CONCEPT NO. 2 Ecosystem **SUBJECT** Language Arts

ORIENTATION Man and Nature-Harmony or Discord. **TOPIC/UNIT** Speaking - Brainstorming

BEHAVIORAL OBJECTIVES

Cognitive:

Compile a list of ideas through the technique of brainstorming, concerning the question:
What ways can man live in harmony with nature in the 20th Century?

Affective:

Suggest that the manipulation of one element in nature affects other elements in a brainstorming session.

Skills Used:

1. Brainstorming
2. List-making
3. Outside Observations
4. Small group work
5. Discussion

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Present to the group the techniques of getting ideas through "throwing out" ideas quickly and "freewheeling" to get ideas on the topic.

B. Form groups of five. Each group with secretary who will jot down ideas on a spiritmaster or ditto sheet. Using the technique of brainstorming, record the ideas on the question....What ways can man live in harmony with nature in the 20th Century?
   1. From the secretary's report the teacher will duplicate the ideas of each group to be shared with the rest of the class.
   2. Use master lists for class composition, journal entries, speaking assignments, or literary comparisons.

C. Use Make Your Own World game stressing interrelating elements of environment.

Outside or Community:

A. Students will find 5 examples locally of man living in harmony or discord with nature.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Group Dynamics A Source Book for Creative Thinking, Sidney Parnes & H. Harding, editors; Charles Scribner's Sons, publisher; New York. **Audio-Visual:** A. Game: Make Your Own World SG 4 ICE-RMC B. Kit: Man and His Environment In Harmony and In Conflict KT 34 ICE-RMC C. Kit: Crisis of the Environment KT 6 ICE-RMC D. Filmstrip: Communities of Living Things FSST 6 ICE-RMC **Community:**	

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Environmental:

CONCEPT NO. 2-Ecosystem

ORIENTATION Ideas and Words as Powerful Environments.

Integrated with:

SUBJECT Language Arts

TOPIC/UNIT Methods of Communication.

BEHAVIORAL OBJECTIVES

Cognitive:

Construct a form of writing, creative writing, poetry, short story, etc., that will express an interpretation of No Man Is An Island in terms of man and his environment.

Affective:

Accept that an idea can be expressed in many different ways.

Choose a method of expression (writing, speaking, reading, or combined media) and defend, attack, illustrate, or debate the concept: No Man Is An Island.

Skills Used:

1. Choosing area of communicative strength.
2. Fitting form to the idea.
3. Becoming acquainted with a variety of communicative methods.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Have student choose a form of writing, poetry, short story, student essay editorial, etc., to express his interpretation of the concept: No Man Is An Island.

B. In addition to or in lieu of A, have students choose a speaking form, debate, speech persuasion or dramatization, to project their interpretation of the concept.

C. Combined media of slides, tapes, music, photo's and quotes should be encouraged to accompany steps A and B.

D. Role play or pantomime being stranded on an island and the problems you'd encounter.

E. Have students go through their regular day and list their dependency on other people, community services etc.

Outside or Community:

A. Students may want to use areas of the community to photograph, tape record or interview depending on their selected method of expression.

B. Take the students to a newspaper office, ad agency, graphic arts studio or play to provide students with at least one verbal and one non-verbal method of communication.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: Junkdump - Film #310, ICE The Stream - Film #320, ICE-RMC The Noisy Landscape - American Institute of Architects available at local chapter or Project ICE - RMC Film #170	
Community:	

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Environmental:

Integrated with:

CONCEPT NO. 3 Carrying Capacity

SUBJECT Language Arts

ORIENTATION Mis-Use of Natural Resources

TOPIC/UNIT Roleplaying & Simulation

BEHAVIORAL OBJECTIVES

Cognitive:

Describe in a class discussion roleplaying and simulation, man's dependence and mis-use of resources when discussing an established list of man's needs.

Affective:

Question man's needs and his wants and how the two become confused, resulting in mis-use of resources.

Submit what he thinks are apparent discrepancies in the list of needs and what he feels are items that others think they need but do not.

Skills Used:

1. Research skills
2. Group communication
3. Critical analysis
4. Speaking activities
5. Brainstorming in small groups

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Develop with the students through individual research and compilations a list of man's basic needs.
   1. Taking the list of basic needs (unique in your class) begin a critical analysis of each, as to its actual degree of use. Is it being mis-used, over-used, etc?

B. Divide the class into small groups of 4 or 5. Have them roleplay being stranded in non-civilized area.

C. Students should then list their first concerns for survival and how environment plays a crucial part.

D. Each group should present to the class their lists of concerns and reasons for their selection.

E. Use Rescue in Space game, stressing utilization of limited supplies, SG 4 ICE-RMC

Outside or Community:

A. Research Milwaukee Sentinal's expose of DNR for concrete examples of mis-use of resources. Approximate date of publication June 11, 1974.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Books: Science Encyclopedias Textbooks Patterns of Living, Lyons and Carnahan Discussion and Debate, National Textbook Co. Speaking By Doing, National Textbook Co. **Audio-Visual:** A. Rescue in Space game Sg 4 ICE-RMC **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 3 Population

SUBJECT Language Acts

ORIENTATION Population Increase as Affecting Resources

TOPIC/UNIT Science Fiction - Drama

BEHAVIORAL OBJECTIVES

Cognitive:

Write original scripts using a drama technique that will incorporate a story of family living in 2000.

Affective:

Accept the concept of population increases resulting in limiting resources.

Accept responsibility of completing his part of the task given to the group.

Skills Used:

1. Group work
2. Writing and presenting drama

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. "A Day in the Life of---" In groups of 4 students will develop skits along the theme of family living in the year 2000. Skits will stress using the following resources wisely: air, water, soil, space, energy. Teacher can suggest various dramatic techniques: comedy, dialog, narrator, soliloguy etc.

B. The Last Survivors is another option groups of 4 can roleplay being survivors in a world where the population has doubled and resources are cut in half.

C. Use of ICE field activity guide Good Evening Ladies And Germs? See p.19 for dramatic evaluation sheet.

Outside or Community:

A. Television commercials and community theater productions can be used to enhance the lesson.

B. Outside reading of short story and/or novel along science fiction lives may give good back ground material.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Ecofiction, a collection of short stories about futuristic events and possibilities. Bantam Paperbacks **Audio–Visual:** **Community:**	

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Title of Show _____

Student Producers _____

Evaluation is based on a scale of one to five (five being the highest).

TECHNIQUE

	5	4	3	2	1	
Originality in use of technical equipment						Origin
Appropriate use of camera, music, pictures, etc. to help develop the ideas						Theme
Creating audience interest						Audience Interest
Appropriate transition from one part to another						Editing

THEME

Keeping the central idea						Central Idea
Originality						Origin
Effectiveness of acting or use of images						Acting
Use of language (words and expressions for a special audience)						Language

BACKGROUND (if it applies)

Sound effects, musical theme, background noises						Sound Track

Point Totals: 40-45 = Excellent
44-32 = Above Average
31-24 = Good
23-16 = Fair

Note to the Teacher: This scale may be duplicated for class use. Remember that this scale is only a suggested approach; it is optional and subject to change depending on your individual classes. Some teachers may elect not to use this scale, or to design their own scale. Perhaps your students can develop a scale more suitable to their particular "shows".

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 4 Water

SUBJECT Language Arts

ORIENTATION Water Pollution

TOPIC/UNIT Discussion

BEHAVIORAL OBJECTIVES

Cognitive:

Describe several types of water pollution in terms of:

a. Importance
b. ways of reducing and-or eliminating
c. whether primarily caused by individuals or industry
d. possible effectiveness of legislation

Affective:

Argue that water pollution is a serious problem, since an adequate supply of pure water is essential to life.

Skills Used:

1. Discussion
2. Observation
3. Compare and contrast
4. Creative writing

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. After viewing the film The Stream, students will react orally by expressing the feelings generated by the film. Some questions to initiate discussion might be:
   1. What is your major feeling after viewing the film?
   2. Why do you feel this way?
   3. List all forms of pollution seen in The Stream.
   4. What is your reaction to the gentleman with the sailboat?
   5. What are several important ideas that the film has for us?

B. They will discuss and become aware of ways that they pollute directly or indirectly.

C. Use Environmental Education Activity cards in the Water area for lists of learning activities. KT40 ICE-RMC

D. Play the Water Pollution Game SG 3 ICE-RMC

(continued)

Outside or Community:

A. Students will visit and observe local pollution areas and prepare to discuss their findings in class. Prepare a class discussion by comparing and contrasting their findings with their observations from The Stream.

B. Field trip to a local Paper Mill to question and observe use of Fox River in production

C. Contact following for ecology materials. Federal Water Pollution Control Office of Information U.S. Dept. of the Interior Washington, D.C. 20242

SUGGESTED RESOURCES

Publications:

(Excerpts read by the teacher)
Sea Around Us-by Rachel Carson
Gift From The Sea - Anne Marrow Lindbergh
Walden Pond-Henry David Thoreau
The Fish - Elizabeth Bishop
White Water, Still Water
Allan Bosworth

Audio-Visual:

Films: The Gifts
Project ICE Resource Center
1927 Main Street
Green Bay, Wisconsin 54301
or:
U.S. Department of Interior
Federal Water quality Assn.
Office of Public Instruction
The Stream, ICE-RMC
Film 240: Rise & Fall of Great Lakes ICE-RMC
Film 250: Men At Bay ICE-RMC
Environmental Education Activity Cards KT 40 ICE-RMC (continued)

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Audio-Visual: (continued)

Dirty Water: Water Pollution Game SG 3 ICE-RMC

Inclass: (continued)

E. Obtain Liquid of Life program from ICE office, Kit 47. Through slides and music virgin waters are compared to polluted waters stimulating students own comparisons through creative writing. Teacher guide available.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

CONCEPT NO. 4-Water

ORIENTATION Man's Dependence and Effect on Water

Integrated with:

SUBJECT Language Arts

TOPIC/UNIT Description and Summary Writing

BEHAVIORAL OBJECTIVES

Cognitive:

Organize and write a summary which is unified, coherent and developed. The topic will be "Man's Dependence and Effect on Water."

Affective:

Suggests examples that illustrate words that can suggest feelings as well as facts.

Skills Used:

1. Picking out descriptive phrases.
2. Summarizing.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

A. Read the elementary version of Rachel Carsen's The Sea Around Us, or other appropriate water theme books.
   1. A summary of 100 words highlighting the chapter's main ideas should be written by the students for his assigned chapter.
   2. Select and transcribe 10 of the most powerfully descriptive passages showing the positive and negative forces of water.
   3. Have students exchange their summaries of consecutive chapters, e.g. summary of chapter 1 is exchanged for that of chapter 2. Each student reads and evaluates the shared chapter summary in terms of clarity of expression and understandability of the author's key ideas per chapter.

(continued)

Outside or Community:

A. Observe a body of water and describe its properties factually in a summary and descriptively in a paragraph.

B. Contact the following for more information.
   1. Bay Lakes Regional Planning Commission
      Court House
      Green Bay, Wisconsin
   2. Great Lakes Basin Commission P.O. Box 999
      3475 Plymouth Road
      Ann Arbor, Michigan
      48106

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Readers Guide for National Geographic 1973

Audio-Visual:

Kit 47
Liquid of Life ICE-RMC
Film 450 ICE-RMC The First Pollution
Film 240 ICE-RMC Rise and Fall of the Great Lakes

Community:

Environmental Protection Agency
Office of Public Affairs
North Wacker Drive
Chicago, Illinois 60606

In-Class: (continued)

4. The student writes a critique on the positive and negative aspects of the other student's summary.
5. Students exchange critiques and discuss critiques in conference. Teacher intervenes whenever appropriate.
6. On the basis of fellow student's critique, the face-to-face conference and teacher recommendation, each student will revise the summary, in whole or in part.
7. Revised summaries and selected powerful passages will be transcribed by the students on ditto sheets duplicated and collated for classroom distribution, sharing and discussion of the total book.

B. On the basis of this sharing, student can decide on reading the entire book, or illustrating non-verbally those passages which he find most powerful either from his selected quotations or from others.

C. Play Dirty Water: Water Pollution Game Sg 3 ICE-RMC

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5 Air

SUBJECT Language Arts

ORIENTATION Air Pollution

TOPIC/UNIT Critical Reading - Writing

BEHAVIORAL OBJECTIVES

Cognitive:

Distinguish between fact vs. opinion in newspaper articles by labeling these articles as factual or opinionated, through critical reading.

Affective:

Support critical reading as a method which demonstrates that all material read in newspapers is not factual but in many cases, is the opinion of an individual.

Skills Used:

1. Distinguish factual material on air pollution from a paragraph composition using factual material and/or editorial material.

(continued)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Bring to class enough local newspapers and magazines that each student will have two to read and look for appropriate articles.
   1. Teacher will xerox several articles that demonstrate opinion and articles that demonstrate fact to develop student's awareness of these language differences.
   2. After reading articles on air pollution, each student will write a paragraph expressing his opinion of air pollution, as exists in his community.
   3. Students will then research factual material on air pollution and write a paragraph that is based on pure facts.
   4. Class discussion held on which type paragraph students found most difficult to write and why. Each student will volunteer

(continued)

Outside or Community:

A. Have a newspaper reporter or editor speak to the class on writing editorials (which are that editor's opnion).

B. As a presentation for the factual side, have a teacher in the field of science present facts on air pollution.

C. Have students observe a smoke stack or other sources of discharge, and write factual description. Then have students research laws governing the pollution and contact the offending company for the facts.

D. Ask for Educational Packet from: Environmental Protection Agency Office Public Affairs.
   1 North Wacker Drive
   Chicago, Illinois 60606

SUGGESTED RESOURCES

Publications:

Newspaper articles.
See ICE vertical file listings for more articles and publications.

Audio-Visual:

Film: The Second Pollution #460 ICE-RMC
Simulation Game: SG 1 ICE-RMC
Smog; Air Pollution Game

Community:

Have newspaper writer or editor visit class.
Write to following for more information.
National Air Pollution control Administration
Office of Education & Information

(continued)

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills To Be Learned: (continued)

2. Effective critical reading is analyzing and categorizing material.

In-Class: (continued)

or be required to read orally both of his paragraphs which will enable all of the class to share opinions and facts on air pollution.
B. Use Environmental Education Activity Cards in the Air area for more learning activities. Kt 40 ICE-RMC

Community: (continued)

U.S. Dept. of Health, Educational and Welfare
801 N. Randolph Street.,
Arlington, VA. 22203

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5 Air

SUBJECT Language Arts

ORIENTATION Using the Invisible as Reality

TOPIC/UNIT Real vs. Imaginery using & kit Presentation

BEHAVIORAL OBJECTIVES

Cognitive:

Write and perform a one-act play revolving around the airy reality of the invisible in a group project.

Affective:

Value the real surroundings as a stimulus for creation of an imaginative environment by writing a short play, story, etc., which uses the environment as the setting or theme.

Skills Used:

1. Discussion
2. Gathering background information
3. Group work

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher introduces (Hero's-clytes) concept of reality as composed of Earth, Air, Fire and Water. After introduction, teacher leads discussion around the idea of what determines reality. Possible questions like:
   1. Is Heroclytes right?
   2. If not, what's wrong?
   3. What do you think reality is made of?
   4. Why? Support your theory.
   5. Are invisible things real? Memories, Ghosts, ESP, Ideas, Feelings, Values.

   Depending on class reactions other questions will follow.

B. Have students discuss and write reactions and examples of "We're more attached to things invisible than visible."

C. Have students discuss human personalities and how individuals can be considered to be made up of "fire" or water, etc. dependent on temperments.

(continued)

Outside or Community:

A. Students will itemize four real places, people or things that could stimulate a story, play, poem or other imaginary creation.

Note to teacher: This suggests follow-up writing/speaking activities which the teacher may want to pursue.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Street Poems-by Robert Froman, The McCall Publishing Company, New York.
Ray Bradbury publications

Audio–Visual:

The Open Window, 12 min., color, Green Bay Board of Education.
The Tell Tale Heart, 20 min., BAVI #2195

Community:

In-Class: Continued

D. Use the film-The Open Window or literary samples of Poe, Dickens, Shakespeare, non-fiction, newspaper accounts of UFO, Rippley's Believe It or Not, Great Ghost Stories (paperback), Irving's Legend of Sleepy Hollow, to provide input for extra student reading and a trip to the library.
After student reading around the theme of the "invisible" the teacher divides the class into 4 groups who will write and perform a one-act play or skit illustrating or disputing or modifying the idea that "things invisible are real."

E. After all performances, teacher repeates Heroclytes' idea and establishes by analogy that air can be a symbol of invisible reality. This type of closure may (spin off) result in individual student writing: journal entries, poetry, essay, persuasive speeches.

F. Have students complete value auction sheet (ICE-RMC) assigning priorities to the real and the abstract. This may best be accomplished in small groups.

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ENVIRONMENTAL VALUES AUCTION

On the reverse side are listed 20 items to be sold at auction to the highest bidder, according to the following rules:

1. You are to pretend that you presently have none of the items listed.
2. You have a total of $5,000 to spend.
3. You can spend no more than $2,500 on any one item.
4. Bids must open at no less than $50 and no more than $500, and must proceed by increments of no less than $50 and no more than $100.

NOTE: This auction is not a measuring device. It helps to clarify value priorities and valuing processes and to stimulate dialog about same, nothing more. Individuals are encouraged to experiment with this game, modifying its content and its procedures in any ways that seem appropriate. A user's manual is in preparation, and if you would like to share your experience with this game (or benefit from that of others), please write

The Center for Curriculum Design
P.O. Box 350
Evanston, Illinois 60204

Adapted from pp. 21-22 of the Human Potential Seminars Participant's Workbook, by James D. McHolland and Roy W. Trueblood, Kendall College Press.

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	Initial $5000 Budget	Highest Amt. I Bid	Top Bid
A long life free of illness			
Travel and tickets to any cultural or athletic events, as often as you wish			
The love and admiration of friends			
Television			
An unspoiled natural setting for your home			
Complete self-confidence with a positive outlook on life			
A complete library for your personal use			
A happy family relationship			
An automobile			
A large fruit and vegetable garden			
A very satisfying love relationship			
The ability to speak many languages			
A chance to eliminate sickness and poverty			
Electricity			
A chance to preserve endangered species			
An understanding of the meaning of life			
Unlimited funds for the enjoyment of music			
A world without prejudice			
Commercially canned and frozen foods			
A world without air and water pollution			

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

CONCEPT NO. 6 Resources

ORIENTATION Environmental Quality of Life

Integrated with:

SUBJECT Language Arts

TOPIC/UNIT Critical Writing

BEHAVIORAL OBJECTIVES

Cognitive:

Formulate conclusions on the issue that eight environmental changes made by man may damage plants and animals and upset the ecological balance based on situations and examples compiled in a buzz session.

Affective:

Discern the constantly shifting environmental factors that affect the quality of a natural setting.

Promote the beauty of a pond and a sense of responsibility for its preservation by speaking to others to obtain their cooperation.

Skills Used:

1. Discussion
2. Buzzing
3. Factual Writing

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Write a 50-100 word paragraph describing types of change.
Describe something in a city or area that is:
   1. Changing at a predictable rate
   2. Changing at an unpredictable rate
   3. Increasing in quantity
   4. Decreasing in number
   5. Changing in form and
   6. Changing in size not in number
   7. Changing due to nature
   8. Changing due to artificial conditions.

In their paragraphs, students should aim for specific details possibly including illustrations, posters, photographs, drawings, maps, or blueprints.

B. Give reasons for the changes described.

C. Students respond orally or in writing to the questions which changes are positive, and which are negative concerning the area you described?

(continued)

Outside or Community:

A. Choose an area in your neighborhood that is changing, or will be changed.
Report its contents according to the eight criteria listed under In-Class activities.

B. Use field activity guide available through ICE, Here Comes The Judge.

C. Use field activity guide available through ICE, Go Solo--Then Shape and Share.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Wide, Wide World of Literature, The Loon-by Henry David Thoreau

Audio–Visual:

Film:
World In A Marsh, Consulate General of Canada Film Library, 310 S. Michigan Avenue, chicago, Ill 60604

Community:

High School Biology teacher (Could talk to the class about life in a pond.).

In-Class: (continued)

D. In your weekly journal answer the following questions:
   1. How many ways are you changing?
   2. How many ways are you intending to change?
   3. What are the reasons for your change?
   4. Do you think change is good for an individual?

E. Display all the descriptions and their illustrations.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 6 Resources

SUBJECT Language Arts

ORIENTATION Natural Resources,

TOPIC/UNIT Oral Expression and Cooperative Planning

BEHAVIORAL OBJECTIVES

Cognitive:
Develop a project for the collecting of cans and bottles for recycling, through the use of posters, speeches, letters, and planning in a class meeting.

Affective:
Evaluate the amount of materials used by a household and community. Promote concern for conservation of material resources by preparing a can or bottle for recycling.

Skills Used:

1. Organization and planning of a cooperative effort.
2. Conducting a meeting and involving every member of a group.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Have speaker from Concerned Households in Green Bay address class on how they got their project started. Each student should have a question for the speaker.

B. Recycling Resources Kit, SG ICE-RMC gives student knowledge and skills to start own recycling program. Complete with 2 color film strips, record, student handbook and teacher's manuel.

C. The Ecolopis game is also included in the kit, which emphasizes production, consumption, and pollutive waste.

D. Use the Garbage Game to make students aware of household waste.

Outside or Community:

A. Make arrangements for disposing of bottles and cans collected, i.e. establish a business relation with a collecting point.

B. Learn how to sort materials according to salvage specifications.

C. Learn to identify materials.

D. Pursue the steps through which salvage materials pass in producing a new product.

E. Be alert to any other waste materials and possibilities for recycling.

F. Contact UWGB and inquire into their methods of recycling possibility of promoting their program through publicity campaign in class.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: Kit Sg 6 Recycling Resources ICE-RMC Kit Sg 12 Garbage Game ICE-RMC	
Community: Resource people who are connected with an phase of recycling of salvage materials.	

E. S. E. A. Title III — PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 6 Resource

SUBJECT Language Arts

ORIENTATION Language and Resources Affecting Commercial Areas

TOPIC/UNIT Reporting and Observing

BEHAVIORAL OBJECTIVES

Cognitive:

Describe several factors usually found in ineffective uses of language and visual communication and give an example of each, from the field of the environment.

Affective:

The student will, acting as a newspaper reporter, select an area of his community and will observe and report on both the effective and ineffective use of language and visual communication.

Skills Used:

1. Observing.
2. Reporting
3. Evaluating
4. Connotation
5. Denotation
6. Role-playing

(continued)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher and students will decide on a commercial area of the city such as the downtown area, shopping centers or main streets to be investigated by teams of students.

B. Armed with a notepad, pencil (possibly tape recorder), and well thought out questions, the team will walk their area, select and transcribe both effective and ineffective use of language and resources. (Six of each) Possible questions and examples:
   1. How much necessary and unnecessary lighting is used?
   2. How is language used to catch the consumer's attention?
   3. How do pictures add to a written message?

C. Upon returning to class, reporters will be grouped into teams as designated by street boundaries or by direction in relation to school (N.E.W.S. teams) e.g.

(continued)

Outside or Community:

The bulk of this activity will be performed outside of the classroom, walking to and from school.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Preschool Primer: Your City Has Been Kidnapped, P. 51, W. Ron Jones, Project ICE

Stop, Look and Write, Bantam Paperback

Pictures for Writing: A Visual Approach to Composition by David A. Sohn, Bantam Books

Audio-Visual:

"Billboards and Signs" ICE-RMC

Community:

In-Class: (continued)

Using the panel method sectional teams will report and demonstrate verbally and graphically, if possible, their choices of the best investigative examples. Panel will summarize how effectively their area used language; whether it was harder to find positive examples or not. Teacher will act as T.V. interviewer. Use ICE field guide "Here Comes The Judge" p. 2 Idea #1-7 for lead questions.

D. Possible follow-up activity: Teams can rotate to judge initial evaluation of particular area or section.

E. Using the same assigned areas in the community, students will walk down the street and imagine themselves in a new role (as a banker, a policeman, a merchant, a poet, a teacher, a priest, a secretary, a dreamer. How do such roles change one's point of view? What ideas, feelings, or senses are changed or stressed due to a change in role?

F. Upon returning to the classroom, the student will be interviewed by the teacher and fellow students who will all prepare at least one question.

G. Use ICE field guide "Billboards & Signs." See complete lesson attached.

Skills used: (continued)

7. Point of View
8. Interviewing

Project I-C-E
Serving Schools in CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
Robert Warpinski

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BILLBOARDS AND SIGNS

An Environmental Activity for Grades 5-12

Integration Potential

1. Social Studies
2. Mathematics
3. Art
4. Language Arts

Concepts Involved

1. Energy
3. Carrying Capacity
8. Values and Attitudes
9. Manage, Manipulate, Change
11. Individual Acts
12. Stewardship

Introduction

Advertising billboards, sales promotion, informational, and directional signs are a part of our everyday life. They vary only in number and intensity in different types of communities. There is a need and a purpose for signs and billboards ranging from providing necessary information to pure and simple economic exploitation. In the worst sense, they can create a monster called visual pollution that is both a real physical threat and an affront to our aesthetic senses. The issue then is to discriminate between what is necessary and desirable and what is unsightly and offensive in the number, kind, and type of signs and billboards. To accomplish this we need to focus and sharpen our senses of perception and visual discrimination. And finally, when necessary, we must be committed to some action in a rational way, at least to be able to offer some suggestions for improvement.

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Billboards and Signs - Activity Worksheet
(Individuals or teams of 3-5)

1. Identify the area limits of survey -- draw a sketch of the streets, label them.

2. Take one, or several, pictures from a vantage point that best takes in the survey area: Locate your vantage point on sketch above by a ⊗ .

3. Tally of commercial signs:

a) Identify type of business	b) Number of signs for each
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
Total Number _____	Total Number _____

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4. Tally of public control, direction, information signs

a) Identify kinds of signs	b) Number of each kind
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Number of Kinds _____ Total Number _____

5. Count and describe any other signs or billboards in the area not included in Items 3 or 4:

a)

b)

c)

d)

e)

6. From the list of signs/billboards noted before

a) Select one most necessary and explain why:

b) Select one most unnecessary and explain why:

c) Select one most attractive and explain why:

d) Select one most unattractive and explain why:

7. Select one commercial establishment, critique its use of signs and make suggestions for improvement.

8. Comment briefly on total perception, recommend any improvements you would make and tell why.

Resources: I-C-E RMC

115 Jo DeSchool Primer: Your City Has Been Kidnapped

120 0 GEE, Our Man-Made Environment, Book 7

Film Noisy Landscape, 13 1/2 min., color
(Donated by NEW Chapter, American Institute of Architects)

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7 Land Use

SUBJECT Language Arts

ORIENTATION Population

TOPIC/UNIT Oral Communications - Problem Solving through group work

BEHAVIORAL OBJECTIVES

Cognitive:

Choose the group size which has the best "lines" of communication involving the greatest percentage of participants actively discussing the topic, after being involved in various sized groups.

Affective:

Demonstrate the value to group of population size and its effect on communication, by setting up the seating for optimum discussion to take place when the class is assigned a discussion topic.

Skills Used:

1. Group discussion
2. Small group work
3. Problem solving

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teachers and students will brainstorm the types of recreation that directly uses the land.
Ideas are placed on the chalkboard, for example:
   1. Mini bikes
   2. Snowmobiles
   3. Sking
   4. Trailer campers

B. Given these ideas, the class can choose methods of presentation which will have a definite position on a form of recreation
Options include:
   1. Debate
   2. Promotional ads
   3. Factual report
   4. Anti-campaign, etc.,

C. Play Simulation Game #4, Make Your Own World, ICE-RMC

D. Or play Land Use Game-Kit #25 ICE-RMC

Outside or Community:

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Speaking by Doing National Textbook Co. Skokie, Illinois **Audio–Visual:** Simulation Game: Planet Management, Sg 7 ICE-RMC **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 7 Land Use **SUBJECT** Language Arts

ORIENTATION Words Used as Mood Determiners **TOPIC/UNIT** Word Usage

BEHAVIORAL OBJECTIVES

Cognitive:

Evaluate, using examples, the effect as either positive or negative of specific types of words in a communication for a given type of audience.

Affective:

Acknowledge that the subject, audience, and occasion should determine how he uses language.

a. Type of words
b. Sentence length and complexity
c. Depth of topic developed

Choose appropriate language for a wide variety of situations and people.

Skills Used:

1. Knowledge of terms: formal, informal, colloquial, and slange
2. Denotation
3. Connotation

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher illustrates the 4 terms: formal, informal, colloquial, slang. Ask the students to bring in 2 additional examples of each type from various sources (radio, T.V. newspapers, home, school and church).

B. As a means of motivating and clarifying the terms, students will share and discuss their choicest examples. Some may volunteer to display or make a collage of various types of language usage.

C. Working in small groups, students will create different situations to illustrate the 4 initial terms most effective use.

D. After acting out each skit or situation, one member of the team will designate the subject, audience, and occasion and how these elements affected the type of language used. Group members will determine various roles, responsibilities and interpretive responsibilities. It is

(continued)

Outside or Community:

A. Student will collect his examples from the community and the media, before and after school hours.

B. Teacher may want to invite local business, civic or social personalities to illustrate occupational or organizational jargon.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	In-Class: (continued) strongly suggested that the teacher assign a leader to each group. E. ICE field guide Good Evening Ladies and Germs p. 5-9 offer suggestions and guides to audience profiles, skit evaluation and situations where word usage is best applied. Available from ICE-RMC.
Audio-Visual:	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 8 Values and Attitudes **SUBJECT** Language Arts

ORIENTATION Attitudes **TOPIC/UNIT** Reading-narrative writing

BEHAVIORAL OBJECTIVES

Cognitive:

Creatively write through a dialog narration, or letter, how the cultures of the white man and Indian create different values and attitudes toward their environment.

Affective:

Support the argument that different cultures will produce different values and attitudes by presenting examples in support of the argument.

Skills Used:

1. Writing letters.
2. Reading for details.
3. Determining point of view.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Read the story, Light In The Forest, by Conrad Richter.

B. Discuss True Son's attitude toward the white Man's civilization. How are his attitudes as an adopted Indian different from his brother Gordy's attitudes? Cite examples from the story to support each statement.

C. Write either:
   1. A dialog narration between True Son and Gordy about their choices in the way of life. Present them to the class.
   2. A letter of at least one page. Choose one character's point of view and write in that character's style using the first person (I, mine, my, me). Choose a special audience (another Indian, white man, teenager of today, etc) Jot down at least two

(continued)

Outside or Community:

A. Contact the social studies teacher and find out what countries are being studied or have been studied. Have the student take on a first person point of view and present a written narration for the class concerning a country's culture.

B. Contact an AFS student from a high school to speak to the class on their impressions of America as compared to their homeland.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Wisconsin Historical Society Articles on Indians, Wisconsin History. **Audio-Visual:** Film: The Light in the Forest Film: Still Waters-510 ICE-RMC **Community:**	In-Class: (continued) topics, Make sure they're important and have the teacher check them over before the student starts writing. Suggest that the students reread the story for ideas and quotations which could be included in the letter. The students should become very familiar with the character they are writing for. D. View the film Still Waters and have the students take on the point of view of the fish. Use step #3 below from ICE field activity guide Come Fly With Me. Step #3 Find a comfortable log, rock, or grass pad and sit down. Collect your ideas and write about yourself as if you were the fish (or other creature). You may begin with: "I am..." or start with a question, sound, smell, or scene; you decide. You may write a poem, story, letter, description or speech. Take your pick--whatever you do best. Just try to cover these ideas--in any order you like. Tell us: Where you live (describe its size, shape, color, position) Why you live there (give some good reasons) Who your neighbors are (name some if you can) How you help other plants and animals (what do you do for them) What you feel towards people What special feelings you had today E. See ICE field guide activity sheet, "He Said What? Well, Here's What I Think!" for paraphrasing skills and creative writing ideas. Junior high teachers will have to adjust/adapt quotations to suit the particular class.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 8 Values and Attitudes **SUBJECT** Language Arts

ORIENTATION How Values Shape Our Lives **TOPIC/UNIT** Organizing a Speaking Skill

BEHAVIORAL OBJECTIVES

Cognitive:
Explain how persons, places or things can affect a person's future behavior toward an object or idea and how this can be used in planning a promotional campaign to Save The Environment.

Affective:
Suggest that a variety of factors have influenced his behaviors and expressions.

Express verbally along with possible graphic illustration, a person, place or thing which influenced him the most in his behavior towards his environment.

Skills Used:
1. Choice of expression
2. Critical thinking
3. Speaking and writing skills
4. Selecting form to fit the message

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher presents the idea: "An environment is anything which is influencing or being influenced by, something else," by writing it on the blackboard, or on paper. Teacher uses autobiographical examples from the past and the present to realistically support the idea, e.g. When I was 13, the chief influences in my life were .... e.g. Right now, your attention, abilities, and interests are determining my plans for next week.

NOTE: Other more objective examples can be of a literary, historical or social nature.

B. Student will choose from the following list a method of presentation to show their biggest influence. The final expressions may include a wide range of speaking and writing techniques. A list of these optional techniques should be made available to the students.

(continued)

Outside or Community:

A. Teacher may want to work with the Social Studies teacher.

B. Have students select an older person they admire or wish to emulate. Have them interview that person along the lives of obtaining guides or suggestions for their own life.
Sample Questions:
1. What were you like when you were my age?
2. Did you always want to be a doctor, lawyer, nurse etc.,?

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

You Are An Environment: Teaching and learning environmental attitudes
by Noel McInnis, Published by
The Center for Curriculum Design
P.O. Box 350
Evanston, Illinois 60204

Audio-Visual:

Community:

In-class: (continued)

1. Cause and effect
2. Creative writing
3. One-act play
4. Radio or T.V. show
5. Interview - This is you life
6. Letter to a friend
7. Combination verbal and graphic including slide-tape presentation
8. Personality diagram or map
9. Chart of person, places or things done in style of a family tree

Teachers should hold individual conferences with students to guide their task, assess their progress and organize the final product.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: Integrated with:

CONCEPT NO. 9 Management SUBJECT Language Arts

ORIENTATION Environmental Quality For Man TOPIC/UNIT Letter Writing-Persuasive Speaking

BEHAVIORAL OBJECTIVES

Cognitive:

Analyze information stating pollution efforts of two states and compare and contrast the efforts.

Prepare a special speech that will attempt to persuade persons that more should be done by our state agencies in pollution control.

Affective:

Will write to several cities in each of two states to determine the effects of population and industry on the environment.

Accept the idea that there are many desirable places to live.

Skills Used:

1. Letter writing
2. Illustrating changes then and now
3. Finding sources of information
4. Summarizing facts
5. Persuasive speaking

(continued)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students can choose to write to the Chamber of Commerce in any city within the Great Lakes region to obtain information on the city's history, its present social, economic, political, and recreational condition and its outlook for the future.

B. Using the information collected, the student will give a persuasive demonstration speech attempting to convince their audience to move to their particular city. Emphasize specific information concerning how people have changed, are changing, or will change. Students should choose their own special audience, e.g. businessmen, Mr. & Mrs. America.

C. Have students decorate a brown bag as a collage with all the positive aspects of their city on the outside of the bag, and on the inside of the bag put the negative or less desireable aspects of their

(continued)

Outside or Community:

A. Have students find a new area they are not familiar with locally. Have them visit the area and complete the ICE field guide activity sheet, "Here Comes The Judge". Have students give a persuasive speech on their findings. (See complete lesson attached)

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	Skills Used: (continued) 6. Appealing to special audience. In-Class: (continued) city. Have students present both sides to class, still persuading and selling their area.
Audio–Visual: Old Magazines Film: The Green City 440 ICE-RMC Film: Urban Sprawl 430 ICE-RMC	
Community: Art teachers. Chamber of Commerce. State Historical Society.	

"HERE COMES THE JUDGE!"

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Project I-C-E (Instruction-Curriculum-Environment)
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301

Language Arts, Speech/Debate, Journalism, Social Studies, and Science
Grades 5-12
Bob Kellner

Rationale: Rage is futile. Reason and knowledge are two ways of approaching costly, complex, environmental problems.
Convincing an audience is a citizen-skill sadly needed on all public fronts. Will your students be ready to intelligently and confidently support their ideas or values? "Here Comes the Judge" is but one step, a start in this direction. You the teacher can add miles by designing other "forums" for student expression in a variety of subjects.

Most Worthy Teacher, before you begin teaching this unit, you should know that:

"Here Comes The Judge" is a modified courtroom simulation wherein student-teams research, collect evidence, develop arguments, and finally present a court case-centering around a chosen environmental problem.

This basic idea has been adapted to 5th graders, and has ample potential to challenge 12th graders who would do well to achieve or reinforce this lesson's purposes, which are to help students:

1. Observe and discover more on their own and with a partner.

2. Apply thru research and speech-writing the terms: facts, opinions, abstract and concrete words, denotation, connotation, proofs (evidence)

3. Organize evidence and present convincing arguments.

4. Use Persuasive speaking skills.

Students may need some review in researching basic and local community sources of information, asking pertinent questions, using various types of evidence, notetaking, and outlining speeches. Maybe your students are adept at these skills already. You be the judge.

"Here Comes The Judge!"

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Based on ICE Environmental Concepts:

Concept #6 The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

Concept #9 Man has the ability to manage, manipulate, and change his environment.

Concept #10 Short-term economic gains may produce long-term environmental losses.

Student Directions:

A. What's Your Job?

In many careers and jobs, people must gather facts, organize their ideas, and present them to others. Lawyers, scientists, engineers, doctors, newspaper reporters, and salesmen do this regularly. In this activity, you and your partner gather facts and evidence on a special problem and its possible solutions. Then you must prepare, and deliver one speech each so that the speaking duties can be shared equally. The speeches to be given by your two-man team are:

Speech #1 is a 4-minute "Demonstration," showing the importance of your chosen idea or local problem.

Speech #2 is a 4-minute speech giving "Solutions" to your chosen idea or problem.

You and your partner can decide who will give Speech #1 and #2. Before that, choose a problem that interests you.

See the list of problem areas below. You may adapt these suggestions to your local community; your teacher can help with ideas, different viewpoints, or unusual problems.

ENVIRONMENTAL PROBLEM AREAS

Air quality
Community structure (Human) Natural
Ecosystem stability
Ecosystem & Communities
Energy resources
Energy systems
Environmental action
Environmental design
Environmental economics
Environmental ethics & aesthetics
Environmental law
Environmental quality for man
Estuaries
Fisheries resources
Forest Resources
Land Use & Zoning
Mineral resources
Noise pollution
Ocean resources
Outdoor recreation
Pest Control
Pollution control technology
Population (Human) (Wildlife)
Recycling
Regional planning
Resource conservation
Soil Management
Solid Waste Management
Technology growth
Transporation systems
Urban growth
Water quality
Wilderness
Wildlife resources

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B. What kinds of proof will we need?

To show your problem's importance and some possible solutions, you'll need to use various types of evidence like:

Facts, statistics, logical arguments, authoritative quotes, interviews, surveys, photographs, tape recordings, and other types of proof. Your teacher will suggest and explain these.

C. Where can we find proof?

It depends on your problem, but here are some suggestions:

1. In Your Community:

   a. By telephoning and interviewing people, newspaper reporters, Radio/TV news directors.

   b. Also representatives from nearby colleges/universities, university extension services, local business, civic and social groups are other sources.

   c. County, state, and federal governmental agencies and your Chamber of Commerce can provide answers by phone or by mail.

2. In Natural or Urban Areas:

   By observing, notetaking, collecting samples, taking pictures/slides, tape recording.

3. In Your Public and School libraries:

   Books, magazines, articles, newspapers, reference dept. librarian.

4. In School:

   Teachers of special subjects, principal.

NOTE: Make sure your proofs come from well qualified sources.

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D. After Research, What's Next?

Four steps, which your teacher will guide you thru.

Step #1 Give yourself and your partner at least a week or two to gather enough notes and different types of evidence or proofs.

Step #2 State clearly in no more than two sentences what each speech (#1 & 2) will prove.
This is called a "Statement of Purpose." It's important because without an exact idea of what you're proving - not only will you have difficulty in organizing your facts but also the jury will not understand what you're doing.
Your teacher will check the "Statement of Purpose" for each speech. When presenting your speech to the jury, make sure that you state your purpose early in your four-minute time slot.

Step #3 a. Keep your written "Statement of Purpose" handy, and use it to help arrange your evidence by the types of proof, by order of importance, by solution, cause effect, or by whatever design will match your speech's purpose.

b. Organize your proofs either in a checklist, outline, or on note cards. Use the method that works best for you and your partner.

c. As time goes on, both "Statements of Purpose" may be revised because of new proofs, new solutions, or the need for better wording.

Step #4 Before your scheduled jury date, practice and time your two speeches-both the "Demonstration" and "Solution" Speech. Your teacher will arrange a time schedule based on the idea of no more than three teams per class hour.

Each team will require approximately 20 minutes, based on:

Two, 4-minute speeches	= 8 min.
Two, 4-minute questioning periods	= 8 min.
4 extra minutes (for verdict tabulation & review, objections, and general housekeeping duties)	= 4 min.
	20 min. (total

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E. What are the Rules of "Here Comes The Judge"?

1. A judge and jury of 12 will listen to each speech. They may consist of students from your class, other classes, or adults. Any convenient combination will work. The judge and members of the jury will be rotated regularly by the teacher so that all students can participate.

2. At the end of each speech, the judge and the jury will ask questions of the speaker for no more than four minutes. The court reporter will keep time. Questions must pertain to the problem being demonstrated, statement of purpose, the proofs (evidence) offered, sources of evidence, and possible solutions. The judge may intervene to label a question as out of order, irrelevant, or unclear. The teacher may need to spend some time reviewing with the Judge and Jury: "What is a worthwhile question, and how to ask one."

3. If judge and jury fail to use all the four minutes for questions, then students and teacher (not those in the jury) may use up the remaining time.

4. After questioning time, for Speech #1, the jury will vote "Yes" or "No" on folded slips of paper. The court reporter assigned by the teacher will collect the jury's votes and tabulate the results. Before the results for Speech #1 are revealed, the 2nd speech, the "Solution" speech begins.

5. After Speech #2 is completed, another four minutes of questioning takes place. This is then followed by another round of voting.

6. The court reporter after tabulating votes for each speech will reveal the decisions. It's possible that one speech may receive a "Yes" vote while the other, a "No" vote. If so, the partners work together to revise the losing speech. The reasons for this separate voting are twofold. Each speech should stand on its own mertis if the partners have helped each other, and if each partner has fulfilled his/her own duties.

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F. Voting Results:

"NO" 1. All "No-Voters" of the jury must be ready to explain their objections - no matter what the final verdict. This is done to improve any speech's format and to suggest ideas for upcoming presentations. The teacher will have to decide whether "No" voters will write down their objections on the voting slips or will orally explain their objections. If written down, the court reporter in revealing the verdict can more objectively spell-out these objections. Listening to the "No" voter's objections, the partners will take notes on specific items in question in order to prepare a new case, research, or to reorganize the evidence.
If the Jury's verdict is "No" by a simple majority, then a re-scheduled date of appeal will be set by the teacher to present a new speech.

"YES" 2. All "Yes-Voters" of the jury should also be ready to defend their reasons for voting positively. Such reasons may be requested periodically or randomly to keep the jury alert, and objective, as well as to stress positive elements of a speech, its organization, or format which are exemplary and worthy of praise.
If the verdict is"Yes" by a simple majority, congratulations! Your teacher may want you and your partner to help one of the other teams in preparing its case. As winners, you can show the way.

"TIE" 3. If the jury's verdict ends in a tie, then another speech "Demonstration and/or Solutions" can be given to break the tie. This can occur immediately, after a brief recess, or after several days research and revision.

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Teacher Modifications:

"Here Comes The Judge" may be adapted to suit individuals or classes. Without sacrificing its learning purposes, changes can be made in terms of: time, number of speeches, questioning format, and even a tie - breaking vote by the judge. Teachers are invited to experiment.

For a more technical simulation, a foreman of the jury, bailiff, and court recorder can be added to the scene. Their specific duties will have to be spelled out.

In this present simulation, the "Court Reporter" assumes some of these technical duties to simplify the process, and to focus our attention on the heart of this lesson, that is, the research, the two speeches, the jury's questioning and interaction with the teams.

"Here Comes the Judge" literally involves an entire class - one way or another, for students roleplay judge, jury, plaintiff, and defendent within a few week's time.

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PROJECT I-C-E AVAILABLE A-V RESOURCES -- WRITE/CALL ICE-RMC

Kit 16 Environmental Awareness
Centron Educational Films, 1972
5 filmstrips, 5 records
Grades K-6
Each of the five filmstrips and records was designed to give the elementary student an aesthetic awareness and appreciation for man's physical environment. Titles included are: 1) Colors in Nature, 2) Textures in Nature, 3) Patterns in Nature, 4) Awareness in the City, and 5) Awareness in Forest & Field.

Kit 29 Reinhold Visuals: Part I, Portfolio 7, Perception
Part II, Portfolio 8, Space
Part III, Portfolio 9, Color

Reinhold Book Corp., 1969
24 Color posters in each part
Grades K-12
"The Reinhold Visuals comprise a range of examples as wide as that found in the environment: They represent the art in many ages and places, different media, and diverse modes of expression...Each portfolio describes an element of art (Perception - Space - Color) and provides a coherant & meaningful sequence of ideas." Evocative - provocation - controversial. Stimulates the viewer to take a new look at art and the environment.

Kit 34 Man & His Environment - In Harmony and In Conflict:
Center for Humanities, Inc., New York, 1971
160 slides on 2 carousels, 2 cassettes, 2 records, guide
Grades 7-12
Part I shows how man is dependent on nature, that he is responsible for the neglect of the quality of life and, thus, responsible for creating by himself a harmony with the environment nature has offered him. Part II looks at the cities as centers of conflict. Attempts to show how man can seek to find harmony within the urban society.

HANDOUTS

Shier, Rosalie, Brown County Librarian, "Lifestyles" Book Report. (ICE-RMC)

Froman, Robert, Street Poems, The McCall Publishing Company, New York, (ICE-RMC)

Speaking by Doing, National textbook Co., Skokie, Ill.

Discussion and Debate, National textbook, Skokie, Ill.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 9 Management **SUBJECT** Language Arts

ORIENTATION Dependence on Nature in Media **TOPIC/UNIT** Advertising

BEHAVIORAL OBJECTIVES

Cognitive:
Write and produce an advertisement for an imaginary product or service. The student may choose radio, T.V. billboard, door-to-door sales pitch, or combined format for the promotion.

Affective:
Acknowledge man's use of the natural world as a stimulus in modern verbal or written communications by listing several examples.

Skills Used:
1. Observation
2. Writing and illustrating an advertisement.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher leads discussion on use of nature in advertising e.g. Tony the Tiger, Smokey the Bear, "A tiger in your tank" etc. Call on individual students to cite examples from their own exposure to various advertising media.

B. Teacher assigns each student to bring in 2 examples for following days discussion.

C. After the students share their examples, teacher leads students by way of the examples to discover the following elements in a normal ad:
   a. Concentration on single idea.
   b. Effective choice of words.
   c. The symbol related to some aspect of the product.
   d. Consider appeal to particular audience.

(continued)

Outside or Community:

A. Teacher may want to take the class to an ad agency, a T.V. or radio continuity department for them to see the actual development of an advertisement.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	In-Class: (continued) D. Assign students to make up a product and sell and demonstrate its performance in front of the class. E. Optional Activity: Divide class into groups of 4 and assign or have them choose a different name brand of similar product. e.g. Ban, Right Guard, Arid, Soft and Dry. Have students, promote product through a campaign and have class vote on best campaign. F. Have students complete audience profile in Good Evening Ladies & Germs (ICE-RMC p. 7, before starting campaign. See attached page.)
Audio–Visual:	
Community:	

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Audience Profile

1. Who is your audience? (children, adults, teens, married people, men, women) Name your audience.

_____

2. What's the age level of your show? _____

3. What interests/likes does your audience have?

_____

_____

_____

4. What do they dislike? _____

_____

_____

5. What kind or level of language (words) would your audience understand?

_____

_____

6. What kind of illustrations, pictures, or art work would interest and inform your audience?

_____

_____

7 What kind or type of products would sponsor a show of this type? (You may want to include a commercial as part of your show; this is optional.)

_____

8. Add any teacher questions: _____

_____

This can be duplicated for class use if proper credit is given. We're interested in your suggestions and comments.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 10 Economic Planning

SUBJECT Language Arts

ORIENTATION Resource Conservation

TOPIC/UNIT Creative Writing

BEHAVIORAL OBJECTIVES

Cognitive:

Create or collect ten illustrations and match them with appropriate captions showing the theme: "Today's gains may produce tomorrow's losses".

Explain the cause and effect relationship between immediate gains and future losses in writing.

Affective:

Write an article that indicates the cause and effect relationship between immediate gains and future losses suitable for publication in the school newspaper.

Skills Used:

1. Illustrating ideas
2. Creative writing
3. Finding quotation sources
4. Group discussion

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. View film Cry of the Marsh Boomsville, Junkdump, or other appropriate film as motivational activity.

B. In groups of 2 or 3, students will illustrate the theme as stated in the objective through a series of 10 drawings, photographs, slides, pictures from magazines accompanied by quotations appropriate to the pictures. Teachers should encourage creativity Selected quotations should fit the illustrations.

C. Final booklets will be exchanged, and perhaps, critiqued. At least one day should be spent enjoying and sharing with discussion, and student-teacher praise of the best work.

D. Through short stories, skits, or dialogue, have students create a family that is being relocated from a Neighborhood due to urban renewal.

(continued)

Outside or Community:

A. Have students locate locally, mistakes that have been made in offending good economic planning.

B. Have students write to St. Louis Chamber of Congress or metro areas to inquire into their urban renewal programs. Ask specifically about the River Heights program, which was proved disasterous in 3 years.

C. Have the city planner speak to class on his job.

SUGGESTED RESOURCES

Publications:

Grapes of Wrath
John Steinbeck

Audio–Visual:

Film: Junkdump, Boomsville, Cry of the Marsh, ICE-RMC
Teamwork on the Potomac,
Movie, shows the environmental losses produced by pollution and degrading of the Potomac River.
Interstate Commission on the Potomac River, 407 Global bldg.
1025 Vermont Ave., NW.
Washington, D.C. 20005
Any other movie may be used which shows long-term loss resulting from short-term exploitation.

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (continued)

Questions to stimulate creative writing:

1. What will happen to a family's security feelings after being uprooted to a new neighborhood.
2. Is the economic renewal a "people renewal" also? Or is it technological progress at the expense of human loss?
3. Is the new neighborhood being well planned or just constructed haphazardly?
4. What feelings would you have if you had to move tomorrow?

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 10 Economic Planning

SUBJECT Language Arts

ORIENTATION How Values Affect Lifestyles

TOPIC/UNIT Book Reports and Conferences

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Identify values different from his own and explain how these values are responsible for the difference in: a. Dress b. Life Style c. Attitude toward environment	A. Teacher will provide bibliography of books with changing lifestyles as a major theme. Available through ICE-RMC, Changing Attitudes by Studying Lifestyles by Reading Books--students select book of choice to read. B. Teacher-student conferences should be held, emphasizing how the different ways of life are affected by values, either different from the student or the same. Sample Questions: 1. Where do these values come from? 2. If the main character sticks with these values, what kind of person will they become? C. Students should write a book report, possible following format provided in ICE field guide, in Part A. (continued)	
Affective: Read books, make reports and hold conferences with the teacher on values and the effect of values on a person's life style. Accept the lifestyle and values of others even though they are different from his own.		
Skills Used: 1. Reading 2. Written book reports 3. Oral conferences		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Changing Attitudes by Studying Lifestyles by Reading Books. ICE-RMC **Audio–Visual:** **Community:**	In-Class: (continued) Have students participate in the Environmental Values Auction Game, ICE-RMC D. As a writing assignment have students incorporate the questions found in field guide Changing Attitudes by Studying Lifestyles Through Reading Books. Compare and contrast can be used well here.

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E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 11-Individual Acts

SUBJECT Language Arts

ORIENTATION Environmental Alterations

TOPIC/UNIT Reading Biography and Report Writing

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate by specific written example from a biography the effect of an individual's acts upon his environment.	A. Read the biography of a person who has made significant environmental changes such as Ralph Nader Frank Lolyd Wright, Albert Ernstein or any other writers, explorers etc. A bibliography should be provided for students to choose from. B. Students should then write a report and present it to the class on the pertinent contributions of their individual's biography. C. After viewing the filmstrip "Environmental Crisis: What the Individual Can Do," students should get ideas on how they as individuals can promote action in their own environment, and work out plans to see their projects through.	A. Have students find community people who are environmental leaders in alteration of land use. Invite them to speak to the class on their accomplishments. Sample Questions: 1. What issues have you been involved with? 2. What have you accomplished? 3. What else do you wish to do? 4. How can individuals set involved? Each student prepare a written question for the speaker.
Affective: Appreciate the potential power of one person's acts by reading biographies of persons that had a positive effect on the environment; negative effect on the environment.		
Skills Used: 1. Reading for information 2. Critical thinking 3. Creative writing		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Short stories about, or excerpts from lives of great industrialists, etc. Biographies Encyclopedias Industrialists: Henry Ford Howard Hughes John Deere **Audio–Visual:** Filmstrip Kit Environmental Crisis: What the Individual Can Do. Kt 20 ICE-RMC **Community:**	

E. S. E. A. Title II - PROJECT I-C-E 59-70-0135-4

Environmental: **Integrated with:**

CONCEPT NO. 11 Individual Acts **SUBJECT** Language Arts

ORIENTATION Rights and Responsibilities **TOPIC/UNIT** Reading - Creative Writing

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Evaluate the use of fables in promoting a particular point of view and give reasons. Identify the main parts of a fable.	I. Classroom Activity: A. Teacher will read 1 or 2 of Aesop's fables aloud to the class or show Walt Disney Productions cartoon versions of Aesop's fables. B. Teacher and students will examine the fables to determine the lesson and how it is exemplified. Discuss the morals in terms of Concept II. C. Assign the students to write their own fables to show how individual acts duplicated or compounded, produce significant environmental alterations over time. D. Posters for classroom display should be created to illustrate the fables' moral in regard to Concept II. E. One day should be spent sharing and enjoying the fables. F. Optional Activity: Have students pantomime own fable with possible narration by other students.	A. Posters or collages may be decorative within the school building.
Affective: Accept the multiplier effect of individual acts as being a cause of significant environmental changes. Write fables by following Aesop's example to illustrate: "Individual acts, duplicated or compounded, produce significant environmental alterations over time."		
Skills Used: 1. Identification of style used in fables. 2. Creative writing and moralizing.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: Horton Hears a Who The Lorax-by Dr. Seuss **Audio–Visual:** Walt Disney cartoons of Aesop's Fables Filmstrip Kit Kt 20 Environmental Crisis: What the Individual Can Do ICE-RMC **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 Stewardship

SUBJECT Language Arts

ORIENTATION Pollution

TOPIC/UNIT Advertising Public Speaking

BEHAVIORAL OBJECTIVES

Cognitive:

Write and produce public service announcements stressing the idea that private ownership must be regarded as a stewardship of the plant, animal and land usage.

Affective:

Select a public service theme with wide appeal and advertise its promotion.

Indicate enthusiasm for promoting the idea of private ownership as a stewardship by voice expression used while presenting his announcements.

Skills Used:

1. Concentration on single idea.
2. Precise word choice.
3. Public speaking.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Students will create a public service announcement around Concept 12, after listening to demonstration tapes (available through Project ICE). The announcement should use one idea expressed with precise words to fill a 30-45 second time slot.

B. Each announcement should be taped with special emphasis on voice expression.

C. Promote the public service announcement in the school through posters, P.A. system and possibly in a school assembly with a short skit or dramatic presentation.

Outside or Community:

A. Go to local radio station to observe and possibly use the taping procedures for radio broadcast. Offer the tapes for public broadcast.

B. Have a local television announcer speak to your class on what is crowd appealing through the media.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: State Historical Society. **Audio–Visual:** **Community:** Art teachers Chambers of Commerce Radio & TV Stations	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 Stewardship

SUBJECT Language Arts

ORIENTATION Environmental Leader

TOPIC/UNIT Research, Written Report and Speech

BEHAVIORAL OBJECTIVES

Cognitive:

Predict the condition of the environment at the present time if there had not been a given person or organization as a leader for the betterment of the environment, ie.

a. John Muir
b. Trees for Tomorrow
c. Save the Eagle foundation
d. etc.,

Affective:

Do research, write a report and prepare a speech concerning environmental leaders.

Skills Used:

1. Research
2. Written Report
3. Speech

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

A. Teacher should illustrate with examples, people who have become leaders in environmental progress.
   1. John Muir
   2. Frank Loyd Wright
   3. Trees for Tomorrow Program (through the paper co.)
   4. Save the Eagle Foundation LaCrosse
   5. Harters of Horicon Marsh

B. With help from the librarian, students should research the above or other leaders.

C. Students should share written reports with class in a speech. Annotations and references should be made concerning their research in both the report and speech.

Outside or Community:

A. Librarian can aid in establishing a bibliography.

B. A possible leader in the field of environmental progress could be asked to address the class.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications:	
Audio–Visual: Film 380 ICE-RMC Environmental Enrichment What You Can Do About It	
Community: Wildlife Sanctuary	